

Reproductive Health and Disease Prevention Curriculum

2023- 2024

**Broward County Public
Schools**

Second Grade

Creating Healthy Habits

TEACHER'S NOTE/PREPARATION: Problem-solving cards for this lesson are in a separate file. They are not at the end of this lesson. If you choose to use the cards, you will need to print/download them.

TARGET GRADE: Second Grade, Lesson 1

TIME: 45 minutes

FLORIDA STANDARDS ALIGNMENT:

- **HE.2.CEH.1.1** – Identify how healthy behaviors affect the community.
- **HE.2.CEH.1.2** – Describe ways to prevent common communicable diseases.
- **HE.2.PHC.3.1** – Differentiate between situations when a health-related decision can be made individually or when assistance is needed.

LEARNING OBJECTIVE:

1. Students will identify why daily cleanliness is important for health.
2. Students will identify basic daily cleanliness habits and routines.
3. Students will identify the consequences of not maintaining healthy habits.
4. Students will identify a problem and whose problem it is.

LESSON MATERIALS:

- Paper
- Markers or Crayons
- Problem Solving Cards

LESSON STEPS:

Vocabulary

Cleanliness – keeping your body free from dirt and germs

Grooming – activities we do to help our body and clothes stay neat and clean

Daily – every day of the week

GROUND RULES:

Note to teacher: This curriculum works best in classrooms where there's a mutual feeling of trust, safety, and comfort. Ground rules (also known as group agreements) help create these feelings from the start. Ground rules that work are:

- *appropriate for your student's age and developmental stage*
- *agreed upon by everyone*
- *well explained so that students are very clear about what's expected*
- *posted clearly in your classroom*
- *referred to at the beginning and throughout the unit*

Make your ground rules list with your class. The first six 6 in bold may work with your grade level.

Ground rules work better when students are involved in creating the list. The list doesn't have to be long. You can use 5 or 10 bullet points that are broad enough to cover the key messages you want students to remember. Some examples you can use as a guide are:

- ***no put-downs***
- ***respect each other***
- ***questions are welcome using the question box***
- ***listen when others are speaking***
- ***speak for yourself***
- ***respect personal boundaries***
- *no personal questions*
- *it's okay to pass*
- *use scientific terms for body parts and activities*
- *use inclusive language*
- *classroom discussions are confidential*
- *we will be sensitive to diversity, and be careful about making careless remarks*
- *it's okay to have fun*

Step 1: Review Ground Rules with students.

Step 2: Ask the following questions –

1. Why do we brush our teeth? (To ensure our mouth is clean.)
2. Why is it important to stay neat and clean? (We want to look our best, feel good, and avoid germs.)
3. What happens if we touch too many germs? (*We might get sick.*)

Step 3: Explain to students - It is important to know what to use to stay neat and clean, how to do it, and when to do it. Ask: Do you know how to stay neat and clean? That's A LOT to know. Let's learn HOW to do these things and WHEN to do them.

Step 4: Using the Chart below to guide the discussion, you may use "Ask and Response" techniques to get the children to tell the class the important things to do (How) for each activity and the frequency (When) they should be done. As you are telling "How", you may act out each action and the students may act out the action also.

Healthy Habits Chart

What	How	When
<u>General Cleansing</u> Hands, face, and body	Use soap, warm water, and a washcloth to clean away all the dirt and germs. Use a hand towel or bath towel to dry completely so you don't get cold. Washing means always using soap, not just water.	Hands and face: before meals, after playing, using the restroom, and whenever necessary. Body: bath or shower once a day or at least every other day.
<u>Oral Care</u> Brushing teeth	Using only a pea-sized drop of toothpaste, brush teeth with short, gentle strokes, paying special attention to the gumline and hard-to-reach back teeth. Proper brushing should take a full TWO MINUTES.	BRUSH AT LEAST two times each day – in the morning after breakfast, and before going to bed. You should also brush after eating any sticky or sugary foods. For fresher breath, brush your TONGUE, too!
Flossing Teeth	Holding floss tightly between the thumb and index finger, slide floss up and down teeth, using clean sections of floss as you go from tooth to tooth.	Floss at least once daily. (Do this BEFORE brushing.)

- Ask: How often should you get a new toothbrush? (Every three months, or whenever it begins to show wear, and it's IMPORTANT to replace your toothbrush after you've had a cold, a sore throat or the flu, since bristles may collect germs that can lead to reinfection.)
- Ask: What should you do when you sneeze? (Cover your nose and mouth by sneezing into the inside of your elbow. This keeps your hands germ-free.)
- Ask: What should you do with dirty Kleenex (facial tissues)? (Throw them into a trash receptacle. NEVER leave used tissues lying around for somebody ELSE to pick up.)

Step 5: Problem Solving

1. Engage students in conversation and discussion- Say to students. Everyone has problems, but the first step to solving a problem is to say the problem, and the next is to identify whose problem it is to solve. We can first say the problem by looking at a situation and identifying what is wrong. Once you know the problem you can ask

whose problem is it to solve.

2. Tell students the steps to solving a problem include: Say the problem. Think of solutions. Explore the solutions. Pick a solution. Step up and try the solution. (You may use the problem-solving cards.)
3. Tell students you want them to think about some situations, then tell you what they think would be the best thing to do in each situation. They must say the problem and ask whose problem it is. Helps students physically move through the steps to solving the problems identified.
 - Ask: You go to a sleepover and forget your toothbrush. What is the Problem? Whose problem is it? Helps students physically move through the steps to solving the problem. *Note to teacher: Remind students - You should NEVER share your toothbrush with anyone else! Sharing a toothbrush could lead to the spread of germs.*
 - Ask: Your hands are dirty and you need to wash them. You go to the bathroom and there is no soap. What is the Problem? Whose problem is it? Helps students physically move through the steps to solving the problem.
 - Ask: You have a runny nose and need a tissue. What is the problem? Whose problem is it? Helps students physically move through the steps to solving the problem.
 - Ask: It is picture day at school and you don't have a brush, comb, or other personal hair item. What is the problem? Whose problem is it? Helps students physically move through the steps to solving the problem.
Note to teacher: Remind students that it is important not to share personal care items with other people. Head lice or other communicable diseases can easily be spread from person to person, particularly in group settings.

Step 6: Distribute paper and crayons/markers to students. Ask students to draw pictures EVERYTHING they can think of that would happen if they never brushed their teeth.

R-E-S-P-E-C-T

TEACHER'S NOTE/PREPARATION:

TARGET GRADE: Second Grade, Lesson 2

TIME: 40 Minutes

FLORIDA STANDARDS ALIGNMENT:

- **HE.2.R.4.1-** Identify strategies to work together to solve problems.

LEARNING OBJECTIVE:

1. Define the term “identity”.
2. Name at least two identities they have.
3. Explain that no matter a person’s identity and life circumstances, everyone has the right to be treated with dignity and respect.
4. Demonstrate at least one way they can respond if someone is being treated disrespectfully.

LESSON MATERIALS:

- Worksheets: “This is Me!”
- Crayons – several of different colors per student
- Computer
- Speakers
- Projector and screen
- Video - <https://www.youtube.com/watch?reload=9&v=ogS7FUs1eg>
- Homework: “R-E-S-P-E-C-T”

LESSON STEPS:

GROUND RULES:

Note to teacher: This curriculum works best in classrooms where there’s a mutual feeling of trust, safety, and comfort. Ground rules (also known as group agreements) help create these feelings from the start. Ground rules that work are:

- *appropriate for your student’s age and developmental stage*
- *agreed upon by everyone*
- *well explained so that students are very clear about what’s expected*
- *posted clearly in your classroom*
- *referred to at the beginning and throughout the unit*

Make your ground rules list with your class. We have highlighted 6 that may work with your grade level.

Ground rules work better when students are involved in creating the list. The list doesn’t have to be long. You can use 5 or 10 bullet points that are broad enough to cover the key messages you want students to remember. Some examples you can use as a guide are

- *no put-downs*
- *respect each other*
- *questions are welcome using the question box*
- *listen when others are speaking*
- *speak for yourself*
- *respect personal boundaries*
- *no personal questions*
- *it's okay to pass*
- *use scientific terms for body parts and activities*
- *use inclusive language*
- *classroom discussions are confidential*
- *we will be sensitive to diversity, and be careful about making careless remarks*
- *it's okay to have fun*

Step 1: Review Ground Rules with students.

Step 2: Tell students you're going to be talking today about everyone's identities. Write the word "identity" on the board, sounding it out for them. Ask students to repeat the word with you. Ask, "What letter does this word begin with?" When students respond with, "I," say something like, "That's right – 'I'. And what does 'I' mean?" If students do not say it, say something like, "'I' means 'me.' And so your identities are all the things about you that make you who you are. Let's do an activity now to look at who we are."

Step 3: Explain that in a moment you are going to give everyone a worksheet to fill out. Read through the sample worksheet as an example. Remind students that people complete worksheets at all different speeds, so if they finish quickly, then can draw a picture of themselves on the back of the sheet so everyone has the time they need to finish. Distribute the sheet and a few crayons to each student.

STEP 3: After about 5 minutes, have students turn to a student next to them and take turns reading through their answers, and if either of them has drawn a picture, to show that to the other person. After a minute or two, or everyone has finished, call attention to the front of the room. Ask students, "How many of you found that all of your answers were exactly the same as the other person's?" After students have raised hands (or if none raise their hands), ask, "What were some of the same answers you did have?"

Once you have finished this discussion, ask a pair of students who had said they were the same age, "You two said you were both [age]. Does that mean you two are exactly the same?" After the students say, "no," ask a pair of random students who wrote down the same favorite food or color whether that meant they are exactly the same, to which they will also say, "No!"

Say something like, “Right! We can have things in common with other people. We might be the same age. We might have the same color hair, or the same skin tone. We might have the same number of siblings, or both have the same type of family structure, or like to watch the same tv show. It’s fun to share something about us with another person.

The not-so-fun part is when two people who have something in common decide they don’t like someone who doesn’t have that same thing in common. Two kids with the same number of siblings might tease a child who doesn’t have any siblings. Kids who have iPads and other technology at home may tease someone who doesn’t. A group of girls might tease a boy because he likes something they don’t or they find different. Why do you think people do that? Why do you think they tease or are mean to another person just because they are different from them?”

NOTE TO THE TEACHER: This simple question may still be difficult for them to answer. A common response will be, “I don’t know,” or even silence. Other responses may include, “It’s weird not to have any brothers or sisters.” Watch for any judgmental language labeling something as “weird” or “strange.” It’s important to correct this language, but in a way that does not make the students feel like they’re bad or in trouble.

After you’ve received a few responses, say something like, “The most important thing to remember is that while it’s fun to find things we have in common with another person, it is just as fine to find ways we are different. That’s how we learn new things. Until we start spending time with other people or see people in books, on tv or online who have families that are different from ours, we tend to think our family is the way all families are. We might think that the skin tones in our family are how all families look, or that everyone should have the same number of siblings we do. What’s super important is to keep in mind that ‘different’ doesn’t mean ‘bad.’ There’s nothing better about having siblings or not having siblings – it’s just different. You’re no better than someone else if you’re a girl, or if you’re another gender – you’re just different. You’re no different if your skin tone is one shade, and your friend’s is another – you’re just, what?”
(Wait for students to respond with, “different.”)

Say something like, “It’s always bothered me when people treat other people who are different in some way badly. Let’s do an activity now where we can look at what we can do when we see someone being treated differently because of who they are.”

STEP 4: Explain to the students that you’re going to show a video that gives an example of a situation where an elementary school student isn’t treated very nicely. Then you’re going to talk about what they would do if they saw something like that happen.

Start the video, <https://www.youtube.com/watch?reload=9&v=ogS7FUs1eg> “What Should You Do?” beginning at 0:32, where the adult says, “Several months into the school year...”, stopping at 0:58 after she says, “...will exclude you as well.”

Ask the students to repeat back to you what the situation is; if they miss anything or can’t recall, say something like, “The school year has already started, and a few months into it a new student named John, who has moved into your neighborhood, joins the class. You notice they’re not being treated very nicely, and that some kids are even excluding him. ‘Excluding’ means not letting him play or spend time with you. It’s the opposite of ‘including’ someone.”

Ask, "How do you think being excluded makes John feel?"

After a few responses say something like, "No one likes being left out of things. John is probably also feeling really nervous because he's a new student in a new school and may not know anyone yet. That means, someone in the class needs to do something so this mean behavior stops."

I'm going to keep playing the video now. It's going to share four different things someone could possibly do in this situation. Pay attention because we're going to talk about them when the video's over!"

Continue the video until 4:53, when the adult says, "...to making a new friend."

Step 5: Ask students to remind you of the situation with John – that he is a new student who is being excluded because he's new. Ask whether they can remember the four options discussed in the video, writing each on the board as it is shared and contributing whichever aren't:

- Do nothing
- Go along with it
- Don't go along with it – in this case, invite John into your group
- Talk privately with a teacher about what's going on

Step 6: Say something like, "Let's try applying this to a different kind of scenario."

Read the following out loud to the students:

"After school, a group of kids are playing in the playground. One boy, Andre, sees a group of girls jumping rope and decides he wants to do that instead. The kids he was playing with earlier yell at him that he can't skip rope, that's a girl's game. He doesn't listen, and goes to ask the girls if he can join them. The girls say, 'no, this is a girl's game.'"

Ask, "Remember our very first activity before the video? We wrote down some things about our identities, or who we are. Andre is being told he can't play a certain game because of one of his identities, his gender. The kids are saying, because he's a boy, he shouldn't skip rope. What do you think of that?"

NOTE TO THE TEACHER: You may get a range of responses, including agreement that jumping rope is "a boys' activity." If that were to happen, stop and reinforce the idea that anyone should be allowed to be part of any activity they wish, no matter what their gender is.

After a few responses, say something like, "Imagine you're there on the playground. Let's go through your four options of what you could do."

First, you could do nothing and just ignore what's going on. How do you think that'd make Andre feel? How do you think you would feel not doing anything?

Second, you could go along with it and tease Andre, too. How do you think that would make Andre feel? How do you think you'd feel about teasing someone?

Third, you could NOT go along with it. You could tell the other kids to stop teasing him. If you're part of the jump-rope group, you could tell the others they should let him join you. If you're not in either group and just see it going on, you can still say something.

Now, the fourth step is something we're going to try out here."

Put two chairs facing each other at the front of the room. Ask for a volunteer to come to the front of the room, and ask that person to sit in one of the chairs. Sit across from them. Say something like, "It's not always easy to ask a grown-up for help. So let's practice. I want you [the student in the chair] to imagine you've seen what happened to Andre. You don't feel comfortable speaking up, but you want an adult's help. So you come to me. What would you say?"

When the student comes up with their first statement, respond to them, encouraging a bit of back-and-forth between you. When it feels right to pause, stop and ask the students to give the volunteer a round of applause.

Ask, "What do you think [student's name] did that was good?" Responses will vary, but may include something like, "They were clear," or "They gave a lot of examples" or "They remembered a lot of what happened."

Supplement with any other things you think they did well. Then ask, "Is there anything else you think they could have done, or did you like how they came to me and responded to my questions and comments?"

After a few responses, ask for a second volunteer to practice as well. Continue with as many volunteers as time allows.

STEP 7: Say something like, "In the video, one of the students says, 'You should treat John the way you'd like to be treated.' What do you think that means?"

After a few responses, ask, "Would anyone here want someone to tell you 'I don't want to sit or play with you'? I don't think so – I know that even as an adult I wouldn't like that at all! Some of you may have already had this happen to you, and if you have, I'm so sorry you were left out like that. Now, you can't change something that's already happened – but, if it happens again, you can come to me or another trusted adult and tell us about it. And if you've ever left someone out, or teased someone because of one of their identities, that's something you CAN change. You can choose to treat them the way you'd like to be treated yourself."

ASSESSMENT: Step 2 is intended to achieve the first learning objective. Steps 3 and 4 are intended to achieve learning objective 2. Steps 5 and 7 are intended to achieve learning objective 3. Step 6 is intended to achieve learning objective 4.

HOMEWORK: Ask students to complete the worksheet, "R-E-S-P-E-C-T" and bring it into the next class.

WORKSHEET: THIS IS ME!

Please answer all the questions below. If you don't know the answer, that's okay! (If you have extra time, feel free to draw a picture of yourself on the other side).

MY NAME IS:

I LIKE TO
BE CALLED:

I'M

YEARS OLD

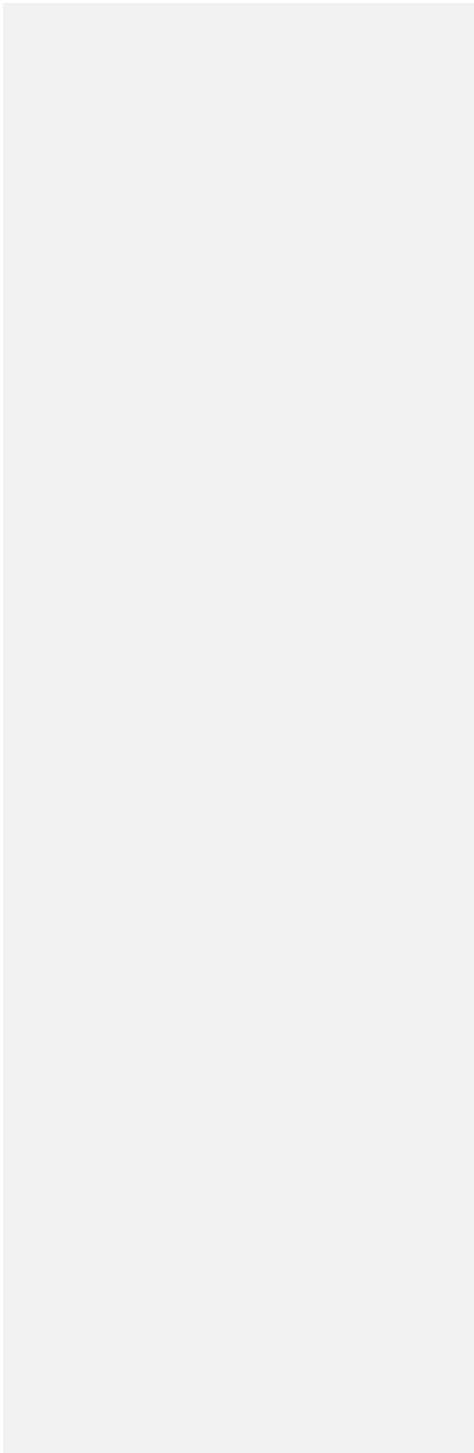
MY FAVORITE
COLOR IS:

MY FAVORITE FOOD IS:

I LIVE IN:

MY FAMILY
IS FROM:

SOMETHING I'M REALLY
GOOD AT IS:



HOMEWORK: R-E-S-P-E-C-T

Respecting people means treating them well, no matter who they are or what identities they hold. How do you show the people in your life you respect them? Come up with at least three people and examples.

PERSON	HOW YOU RESPECT THEM

Bullying Is Never OK!

TEACHER'S NOTE/PREPARATION: Review the Teasing or Bullying? Teacher's Guide in preparation for discussing it with the students.

TARGET GRADE: Second Grade, Lesson 3

TIME: 30 Minutes

FLORIDA STANDARDS ALIGNMENT:

- **HE.2.PHC.2.2** – Describe the attributes of a safe and responsible internet user.
- **HE.2.R.1.1** – Identify the benefits of showing kindness and treating others with respect.
- **HE.2.CH.3.1** – List healthy options to health-related issues or problems.

LEARNING OBJECTIVE:

1. Define the terms “bullying” and “teasing.”
2. Describe at least two differences between bullying and teasing.
3. Provide at least two reasons why bullying and teasing are wrong to do.
4. Explain how a person can be a bully to themselves, and bullying does not just involve being mean to someone else.
5. Define cyberbullying and the importance of keeping private information confidential.

LESSON MATERIALS:

- Markers to write on the board
- Worksheet: “Teasing or Bullying?”
- “Teasing or Bullying? Teacher’s Resource”

LESSON STEPS:

GROUND RULES

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Ground rules work better when students are involved in creating the list. The list doesn't have to be long. You can use 5 or 10 bullet points that are broad enough to cover the key messages you want students to remember. Some examples you can use as a guide are:

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- *listen when others are speaking*
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- *no personal questions*
- *it's okay to pass*
- *use scientific terms for body parts and activities*
- *use inclusive language*
- *classroom discussions are confidential*
- *we will be sensitive to diversity, and be careful about making careless remarks*
- *it's okay to have fun*

Step 1: Review Ground Rules with students.

Step 2: Explain that today you are going to be discussing the topic of bullying.

Write the word “bully” on the board and ask the students whether they’ve heard this term before. Ask them to imagine a person who had never heard the term “bully” before. Say, “How would you explain to that person what a bully is?” Some possible responses may include:

- “It’s bullying if the other person doesn’t like it, feels upset by it, or of its mean.”
- “Teasing that isn’t ok is when the other person is upset by it even if it isn’t mean.”
- “A bully is someone who hurts other people.”
- “A bully is someone who says mean things to someone or about someone.”
- “A bully is someone who makes fun of other people and makes them feel bad.”
- “A bully might not hurt you, but they might hurt or steal your stuff.”

As students share their responses, write key words on the board under the word “bully.” For example, if someone shared the first statement above, write “hurts others” on the board.

Note to the Teacher: It is possible that a student could respond to your question, “How would you explain what a bully is?” by sharing the name of a student in class or at the school. If that were to happen, remind them that someone who had never heard the term bully would likely not know who that person was, and ask them to describe the behaviors. Then be sure to follow up with that student after class to explore what kinds of bullying behaviors have been going on that need to be addressed.

Once enough students have contributed, read through the list. Ask students to share any themes they notice from the list. Be sure the following messages are given:

- A bully hurts people on purpose. It's not something they do by accident. For example, if a bully pushes another person, she or he meant to do so.
- A person who bullies does it more than once. They do these means behaviors again and again, sometimes to different people, and sometimes to the same person. Some people stop being bullies and learn to be nice to others.
- Bullies don't always hurt people in person. If they are old enough to have cell phones or to go online, they can send hurtful texts, post mean things about people on social media and more. This is known as cyberbullying.
- Bullies make sure other people are afraid of them. They do this in a few ways. They might be bigger than other kids. They might raise their voice or yell at others. They might have hurt other people in the past and so others know that when the bully makes a threat, they could very well follow through on it.
- Explain that a person can also be a bully to themselves, and bullying does not just involve being mean to someone else. Sometimes people are mean to themselves by saying or doing things that are hurtful to themselves. You may ask students for examples.

Step 3: Say to the students, "Now that we have talked about bullying, let's talk about a different behavior: Teasing. Has anyone here ever been teased by another person?" After students raise their hands ask, "How does it feel to be teased?" Some students will say that it felt bad or embarrassing, while others will say that it was funny or that it didn't bother them. Some may also talk about liking certain types of teasing. For example, if they had a habit of doing something as a baby and their parent/caregiver retells the story. If students don't share an example of times when teasing is good-natured/not mean, be sure to provide one.

Ask, "Is teasing similar to bullying, or are they totally different? How?"

Probe for how teasing can sometimes be harmless – that our parents or other people we know well and know care about us might tease us as part of our relationships with them. Say, "There are a few problems with being okay with teasing, but not being okay with bullying. First of all, the person who is doing the teasing may think the other person is okay with it when the other person may actually not be. Second, teasing can change really easily from being just a joke to becoming mean – which would be considered bullying."

Step 4: Once you have heard a few responses, explain that you are going to give a few examples of behaviors. They need to think hard and then decide whether they think this is teasing, bullying or neither. Read to the class the examples from the worksheet, "Is this Bullying or Teasing?" Ask for students to raise their hand when they know the answer. Call on students who raise their hand. Using the "Teasing or Bullying? Teacher's Resource," go through each statement and ask the students whether something is teasing or bullying and whether they thought it was right or wrong. In some cases, the students might ask, "What if this?" or

“What if that?” adding details to the example. If that were to happen, start off by sticking with the example as written.

Step 5: Say to the students, “So, overall, there are some similarities between teasing and bullying and some differences. How many of the behaviors we just discussed did we decide were okay to do, and how many did we decide were NOT okay?” Probe for the fact that only one of them had the potential to be okay – even though it also had the potential to become bullying. Ask, “So why is it wrong to bully – or even tease – someone?” Probe for the idea that bullying is hurtful, and it’s always wrong to hurt someone; probe, too, or summarize with the idea that, even if we do not intend to hurt someone with what seems to be harmless teasing, another person can still be hurt. So in the end, it is best to avoid teasing – and it is always important to avoid bullying behavior.

Note to the Teacher: Some of the examples on the worksheet are intentionally vague to help students think about intention vs. outcome. This is a very abstract concept, so this version of the sheet will provide some suggestions for concretizing the discussion. Please note: the suggestions written in italics are guides for you as the instructor; they are not scripts to be read to the students.

	<u>Teasing</u>	<u>Bullying</u>	<u>Is it Ever OK To Do This?</u>	
1) Pushing someone down	<input type="checkbox"/>	<input checked="" type="checkbox"/>	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>

Some students will work to come up with examples of when it's okay – for example, to save someone from being hit by an object, or as part of playing a game or a particular sport, such as football. Nonetheless, explain that, generally speaking, when someone pushes someone down on purpose, it's bullying – and that means it's always wrong.

2) Taking something without permission and holding it out of that person's reach	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>
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Explain that the key here is taking something without permission. That is the first part of the bullying. Holding it out of the person's reach is teasing – sometimes friends might do this just as good-natured teasing and then give it back pretty quickly. But someone who holds it out of reach, plays catch with another person with that object, or otherwise makes the person who owns that thing feel anxious about not getting it back or it getting broken is teasing in a way that would be considered bullying – and that means it's always wrong.

3) Rhyming someone's name with another word, like "Matt the Brat"	<input checked="" type="checkbox"/>	<input type="checkbox"/>	YES <input checked="" type="checkbox"/>	NO <input type="checkbox"/>
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Explain that this one was a tougher one, and that the main thing this depends on is whether Matt likes his nickname and uses it himself. Then it might be considered good-natured teasing and would be okay – IF it's okay with him. If, however, he doesn't like it and tells people to stop and they don't stop, that's when it's no longer good-natured teasing and becomes bullying. Then it's wrong.

TeasingBullyingIs it Ever OK To Do This?

- 4) Tripping someone, even if they didn't fall

☒☒YES ☐NO ☒

Students may push back on this a bit, especially male students, who are often socialized to rough house and trip each other as part of playing around. The main point to emphasize here is consent and whether someone gets hurt. If this is part of an ongoing friendship and both people do it, then it's neither teasing nor bullying. But if someone doesn't like it – or if someone gets hurt, even if they were okay with it – it needs to stop before someone gets hurt seriously.

- 5) Every day, ignoring someone who asks to play with you

☐☒YES ☐NO ☒

This example is designed to help students understand that they do not need to make physical contact with someone in order for them to bully/feel bullied. Ignoring someone makes that person feel like they don't exist, and is very mean. Better to say, "We're already playing and we don't need another person" if you can't let that person in the game – or, even better, let the person play. But not responding, no matter how many times the person asks, is mean and would be considered bullying.

- 6) Pointing a finger very close to someone's face and saying "I'm not touching you!"

☒☐YES ☐NO ☒

While this may not be considered as bad as actually physically hurting someone, this can make someone feel uncomfortable or unsafe. It's usually done to tease someone else, but when a person says they don't like it and the other person keeps doing it, it becomes bullying – and it's not okay.

- 7) Telling another person that they look dumb

☐☒YES ☐NO ☒

Insulting someone's appearance is a bullying behavior. This would be a good time to remind students of the old saying, "If you don't have something nice to say, don't say anything at all." But laughing at or making fun of someone's appearance for any reason makes that person feel bad – and is never okay to do.

TEASING OR BULLYING?

Name: _____

Read each example. Is it teasing? Is it bullying? Or both? Is it ever okay to do it? Check the boxes that match how you feel about each.

	<u>Teasing</u>	<u>Bullying</u>	<u>Is it Ever OK To Do This?</u>
1. Pushing someone down	<input type="checkbox"/>	<input type="checkbox"/>	YES <input type="checkbox"/> NO <input type="checkbox"/>
2. Taking something without permission and holding it out of that person's reach	<input type="checkbox"/>	<input type="checkbox"/>	YES <input type="checkbox"/> NO <input type="checkbox"/>
3. Rhyming someone's name with another word, like "Matt the Brat"	<input type="checkbox"/>	<input type="checkbox"/>	YES <input type="checkbox"/> NO <input type="checkbox"/>
4. Tripping someone, even if they didn't fall	<input type="checkbox"/>	<input type="checkbox"/>	YES <input type="checkbox"/> NO <input type="checkbox"/>
5. Every day, ignoring someone who asks to play with you	<input type="checkbox"/>	<input type="checkbox"/>	YES <input type="checkbox"/> NO <input type="checkbox"/>
6. Pointing a finger very close to someone's face and saying "I'm not touching you!"	<input type="checkbox"/>	<input type="checkbox"/>	YES <input type="checkbox"/> NO <input type="checkbox"/>
7. Telling another person that they look dumb	<input type="checkbox"/>	<input type="checkbox"/>	YES <input type="checkbox"/> NO <input type="checkbox"/>

Gender Roles

TEACHER'S NOTE/PREPARATION:

TARGET GRADE: Second Grade, Lesson 4

TIME: 30 Minutes

FLORIDA STANDARDS ALIGNMENT:

- **HE.PHC.2.1:** Describe how outside influences, family, and friends can influence personal health decisions.

LEARNING OBJECTIVE:

1. Name at least two ways that children of all genders are expected to behave.
2. Name at least two ways some people expect children to behave differently based on their gender.
3. Name at least three ways that other family, friends, media, society, or culture can influence how children of different genders think they should act.

LESSON MATERIALS:

- Markers
- A chart with two headings: "What do you need to bake a cake?" and "What do you need to play baseball?"

LESSON STEPS:

GROUND RULES

Note to teacher: This curriculum works best in classrooms where there's a mutual feeling of trust, safety, and comfort. Ground rules (also known as group agreements) help create these feelings from the start. Ground rules that work are:

- *appropriate for your student's age and developmental stage*
- *agreed upon by everyone*
- *well explained so that students are very clear about what's expected*
- *posted clearly in your classroom*
- *referred to at the beginning and throughout the unit*

Make your ground rules list with your class. The first six 6 in bold may work with your grade level.

Ground rules work better when students are involved in creating the list. The list doesn't have to be long. You can use 5 or 10 bullet points that are broad enough to cover the key messages you want students to remember. Some examples you can use as a guide are:

- ***no put-downs***
- ***respect each other***

- *questions are welcome using the question box*
- *listen when others are speaking*
- *speak for yourself*
- *respect personal boundaries*
- *no personal questions*
- *it's okay to pass*
- *use scientific terms for body parts and activities*
- *use inclusive language*
- *classroom discussions are confidential*
- *we will be sensitive to diversity, and be careful about making careless remarks*
- *it's okay to have fun*

Step 1: Review Ground Rules with students.

Step 2: Explain to students that you are going to talk about ways that people are expected to behave. Sometimes how you are expected to act can be different depending on whether you are in school, at home, at the playground, in the library, with your friends or other situations.

Ask: "What are some ways that children are expected to behave in school?" *Note to the Teacher: Answers may include: friendly, respectfully, being good listeners, following teacher's directions, etc.*

Then ask: "What are some ways that children are expected to behave outside with their friends?"

Note to the Teacher: Answers may include: running around, using loud outside voices, playing nicely, following playground rules, etc.

Next ask: "Are there some ways that people expect children to behave based on their gender? Gender usually means whether you are a boy or a girl."

Note to the Teacher: Answers may include: Boys are expected to run faster, to like sports, to play superhero; Girls are expected to like pink, to not run as fast; to like to play princess, etc.

Step 3: Ask students: "Does the job a person has, or what they wear mean the person is a man or woman?" (No) "Do the activities someone likes to do for fun or what they wear mean they are a boy or a girl?" (No)

Post a chart with two headings: "What do you need to bake a cake?" and "What do you need to play baseball?" Ask students to call out a list of what things someone would need to do each of these activities.

Note to the Teacher: Responses may be things like "hands to throw" under the "Play Baseball" list or "hands to stir" under the "Bake a Cake" list. Other responses may be "eyes to see," "others to play/work with," "directions or rules," etc. If student responses don't include body parts, ask them, "What body parts do you need to have?" Or "What does your body

need to be able to do?" Alternatively, if they don't mention equipment, ask: "What equipment do you need?" etc.

As students call out answers, record them under the appropriate heading.

Once the students are satisfied that they have included all of their ideas, read each item and ask: "Raise your hand if you have..." or "Raise your hand if you can use..." or "Raise your hand if you can..." depending on the item (e.g. "Raise your hand if you have hands to throw" or "Raise your hand if you can use a mixing spoon" or "Raise your hand if you can run." It is likely every child will raise their hands every time. Support students by acknowledging that all of them can do almost all of these things not just one gender or another. Point out how exciting it is to know that boys and girls can do all of these things and lots more.

Step 4: Ask the children to consider why it is that some people make decisions about what children can and can't do. Discuss that children and grown-ups have choices and may like to do all kinds of things. Ask what might make people not choose an activity that they might really like to do. For example, a girl playing football or a boy taking ballet class.

Note to the Teacher: If students are stuck, prompt them with some examples such as "What might make a boy decide not to play with a doll even though he wants to? What might make a girl decide not to play with a truck even though she wants to?"

Step 5: Ask students, "What are some things you can say to a friend who feels like they can't do or try something because it's not for their gender?"

Note to the Teacher: Encourage students to look at the list they made for the Playing Baseball/Baking a Cake activity for ideas.

Praise students for their hard work and great ideas. Close the lesson by asking "How could you support others in trying new things and participating in activities that some people may sometimes say are only for boys or only for girls?" Ask for volunteers to offer strategies. (Some responses might include: tell them that you think it's great; tell them that they shouldn't listen to what other people think; tell them that you will do it with them; tell them that there is no such thing as girl activities and boy activities, etc.)

Understanding Our Bodies – The Basics

TEACHER'S NOTE/PREPARATION: You will notice that this lesson refers to “girls” and “boys” and “male” and “female” when identifying body parts.

TARGET GRADE: Second Grade, Lesson 5

TIME: 40 Minutes

FLORIDA STANDARDS ALIGNMENT:

- **HE.2.PHC.1.3** – Recognize the locations and functions of major human organs.

LEARNING OBJECTIVE:

1. Correctly identify at least three body parts of the female namely the nipples, vulva, and anus.
2. Correctly identify at least three body parts of the male namely the nipples, penis, and anus.
3. Describe why it is important for them to know the correct names for the genitals.

LESSON MATERIALS:

- Body Parts Diagrams/PowerPoint

LESSON STEPS:

GROUND RULES

Note to teacher: This curriculum works best in classrooms where there's a mutual feeling of trust, safety, and comfort. Ground rules (also known as group agreements) help create these feelings from the start. Ground rules that work are:

- *appropriate for your student's age and developmental stage*
- *agreed upon by everyone*
- *well explained so that students are very clear about what's expected*
- *posted clearly in your classroom*
- *referred to at the beginning and throughout the unit*

Make your ground rules list with your class. The first six 6 in bold may work with your grade level.

Ground rules work better when students are involved in creating the list. The list doesn't have to be long. You can use 5 or 10 bullet points that are broad enough to cover the key messages you want students to remember. Some examples you can use as a guide are:

- ***no put-downs***
- ***respect each other***
- ***questions are welcome using the question box***
- ***listen when others are speaking***
- ***speak for yourself***

- *respect personal boundaries*
- *no personal questions*
- *it's okay to pass*
- *use scientific terms for body parts and activities*
- *use inclusive language*
- *classroom discussions are confidential*
- *we will be sensitive to diversity, and be careful about making careless remarks*
- *it's okay to have fun*

Step 1: Review Ground Rules with students.

Step 2: Introduce the topic by saying, "Today we are going to talk about bodies, including parts that everyone has in common, parts that we have that are different, and parts that are usually covered when we are in public. Explain that it's also important that everyone with a body knows how their body works and how to take care of it so we can all be healthy.

Step 3: Ask the students to name body parts that most people have in common.

Note to the Teacher: Student answers might include most everyone has arms, legs, feet, fingers, head, eyes, mouth, etc. Some students may mention that not everyone has two arms, or all ten fingers, etc. Acknowledge this by saying that it is true that not everyone is exactly the same and everyone's body is fine just the way it is. But most people have two arms, ten fingers, etc.

Next, call out different parts of the body while asking students to point to that body part, such as eyes, nose, arms, legs, etc. Once students point to that body part have them tell you what that body part does, for example, eyes are for seeing, legs are for walking/running, noses are for smelling, etc. Then, ask students, "Even though we all have a nose, do all of our noses look exactly the same? Do all of our eyes or ears look exactly the same? We all have skin. Does all of our skin look exactly the same as each other's? Even though they do the same things, they can look very different. We each have our own special bodies. Just like some people don't have any hair and others have a lot of hair, and some people may have a lot of freckles or no freckles at all, we are all humans with bodies.

Step 4: Tell students: "There are some body parts that mostly just girls have and some parts that mostly just boys have. These body parts, which are usually covered by clothing or a bathing suit, are sometimes called private parts or genitals and today we want to make sure everyone knows the correct names for these parts and who has what body part."

Note to the Teacher: Make sure to include the diagram so students know where these parts are.

Direct students' attention to the diagram/PowerPoint. Explain that "During the summer, when some people go swimming, people generally wear bathing suits to cover their private parts or genitals. The mouth is not covered by a bathing suit but is also a private part. Explain that when we wash our bodies and go to the doctor for a check-up, it's important to

know what our body parts are and how to keep them healthy. Show the next diagram/PowerPoint saying, "Our bodies have lots of different parts like the head, chest, belly button, mouth, hand and leg. Let's look at some parts we don't often learn as much about." Show the diagram/PowerPoint of the girl body. Point out and explain the following. "Most girls have a vulva, which is the name for the area between the legs. The vulva describes the whole area including the small hole where urine or pee comes out called the opening to the urethra, the hole below that, which is a little bigger and is called the vagina that is used when a female has a baby, and the hole below that where a bowel movement, or poop, comes out called the anus. So a person with a vulva has three holes between their legs and a very sensitive little area at the top called the clitoris. Often girls wear a bathing suit that also covers the nipples on their chest. Their chest will develop into breasts when they get older and go through puberty. Breasts and nipples can be how some people feed their babies."

Show the diagram/PowerPoint of the boy body. Point out and explain the following, "Most boys have a penis between their legs which they use to urinate or 'pee.' Some boys have a foreskin, which is a piece of skin that covers the end of the penis and some boys do not. A boy also has a hole where a bowel movement, or poop, leaves the body called an anus, just like a girl. Boys also have nipples on their chest but they usually do not cover their nipples or chest when they are wearing a bathing suit. Even though both boys and girls have nipples, a boy's chest does not grow into breasts when he goes through puberty."

Step 5: Next, explain to students that they may have heard different words to refer to their genitals, such as the penis or the vulva. Ask for a few examples of other words students have heard for these body parts.

Note to the Teacher: If you do not want students to say slang or family terms out loud, instead of asking the class for examples, you can say them yourself. Some common terms students in this grade might recognize or use include: Pee pee; wee wee; privates; butt.

Explain that even if they use different names (slang) for these parts in their families, it is important to use the words learned just like we would for knee or elbow or any other body part. Ask students: "Why do you think it might be important for you to know the correct words for these body parts?"

Note to the Teacher: Some answers may include that people will know what you are talking about, that a lot of the slang words might not be nice. If students don't say it, explain that if a person's private parts began to hurt or a person was worried that something was wrong with their body.

It's really important to use the correct words so they can explain what they're feeling to a parent, trusted adult or a doctor or nurse. Tell students: "This is your body and you have a right to know what the different parts are called."

Step 6: Using the diagram/PowerPoint tell the class that you need their help to review the names of these body parts. Ask for volunteers to label the body parts. Review the function of each part again as it is labeled by the student. Use the Teacher's Resource as needed to help explain the function of anatomical parts.

Conclude the lesson by asking students “Can anyone tell me a body part that most girls have but not boys?” (vulva). “Can anyone tell me a body part that most boys have but not girls?” (penis). “Can anyone tell me a body part we learned about today that both boys and girls usually have?” (anus, nipples). Explain “Most people have a vulva or a penis but some people’s bodies can be different. Your body is exactly what is right for you.”

Teacher's Resource – Body Parts and Functions

Note: This sheet is for the teacher's use only, and is not to be distributed to students.

FEMALE

VULVA

The external female genitals.

VAGINA

The vagina is the canal leading from the vulva to the uterus.

MALE

PENIS

The penis is made up of nerves, blood vessels, fibrous tissue, and three parallel cylinders of spongy tissue. It is normal for a penis to curve slightly to one side or another.

BOTH

NIPPLES

Everyone has breasts, as well as nipples. The circle around the nipple is called the areola.

ANUS

A hole between a person's legs where a bowel movement, or poop, comes out.

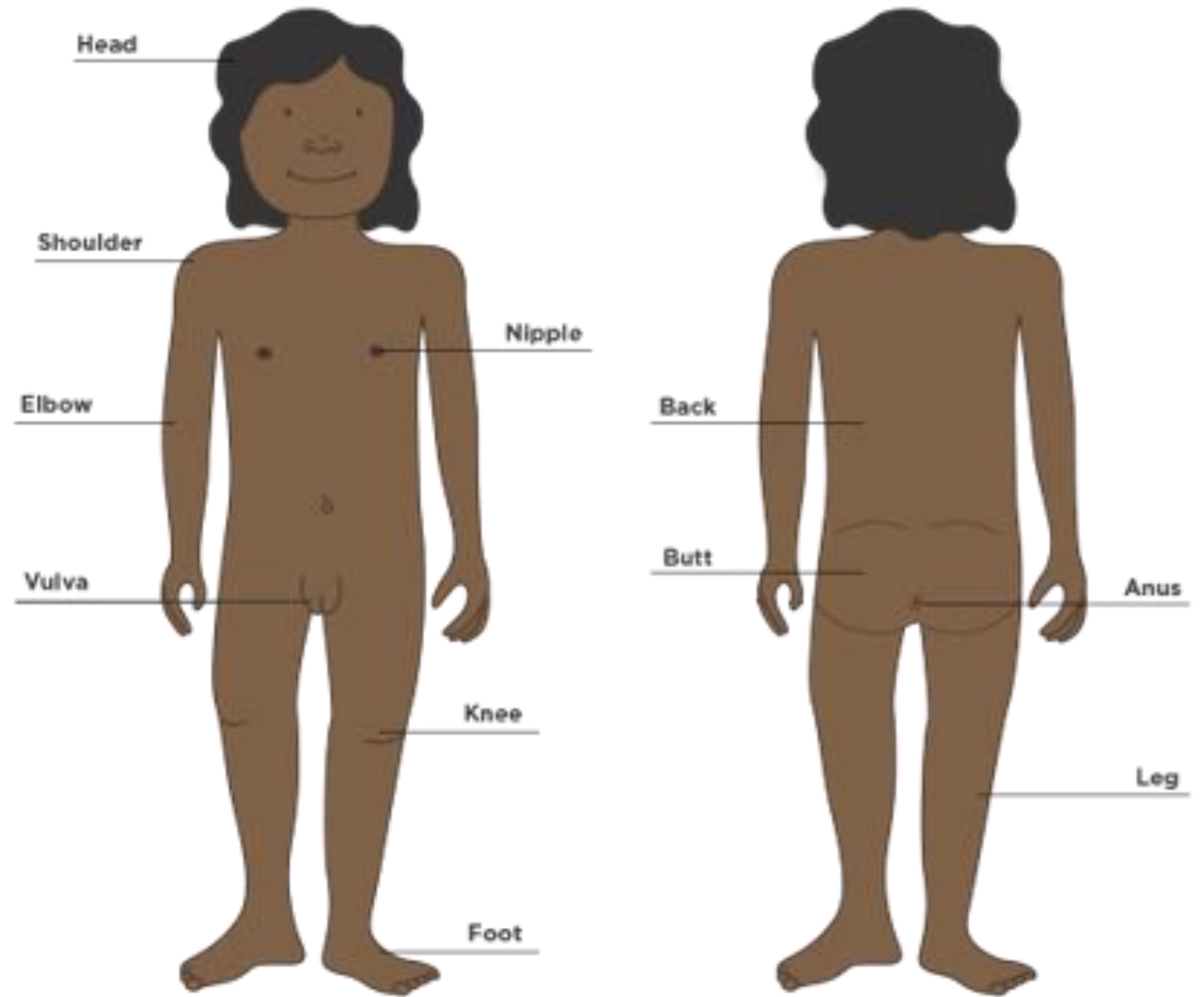
Understanding Our Bodies

Second Grade

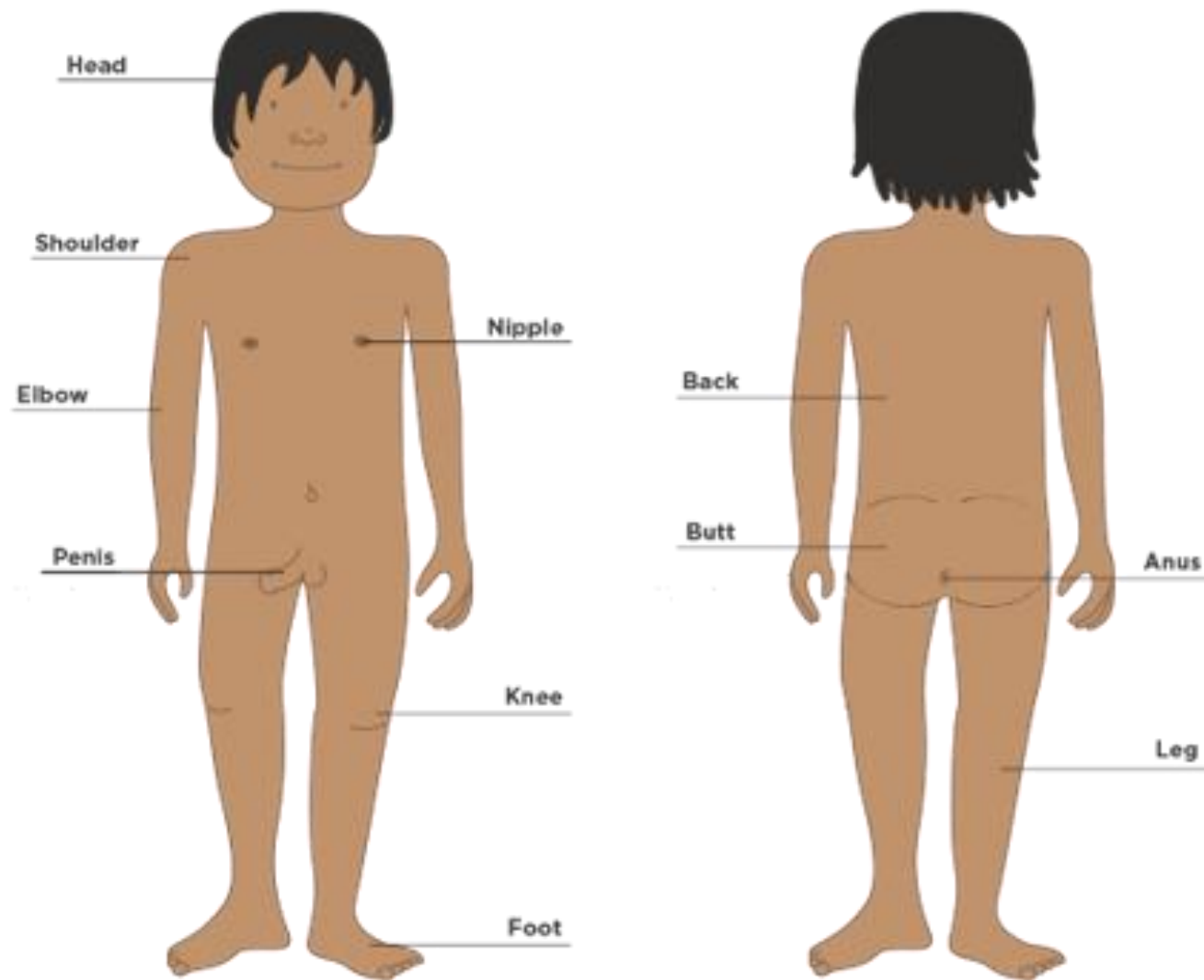
Private Parts



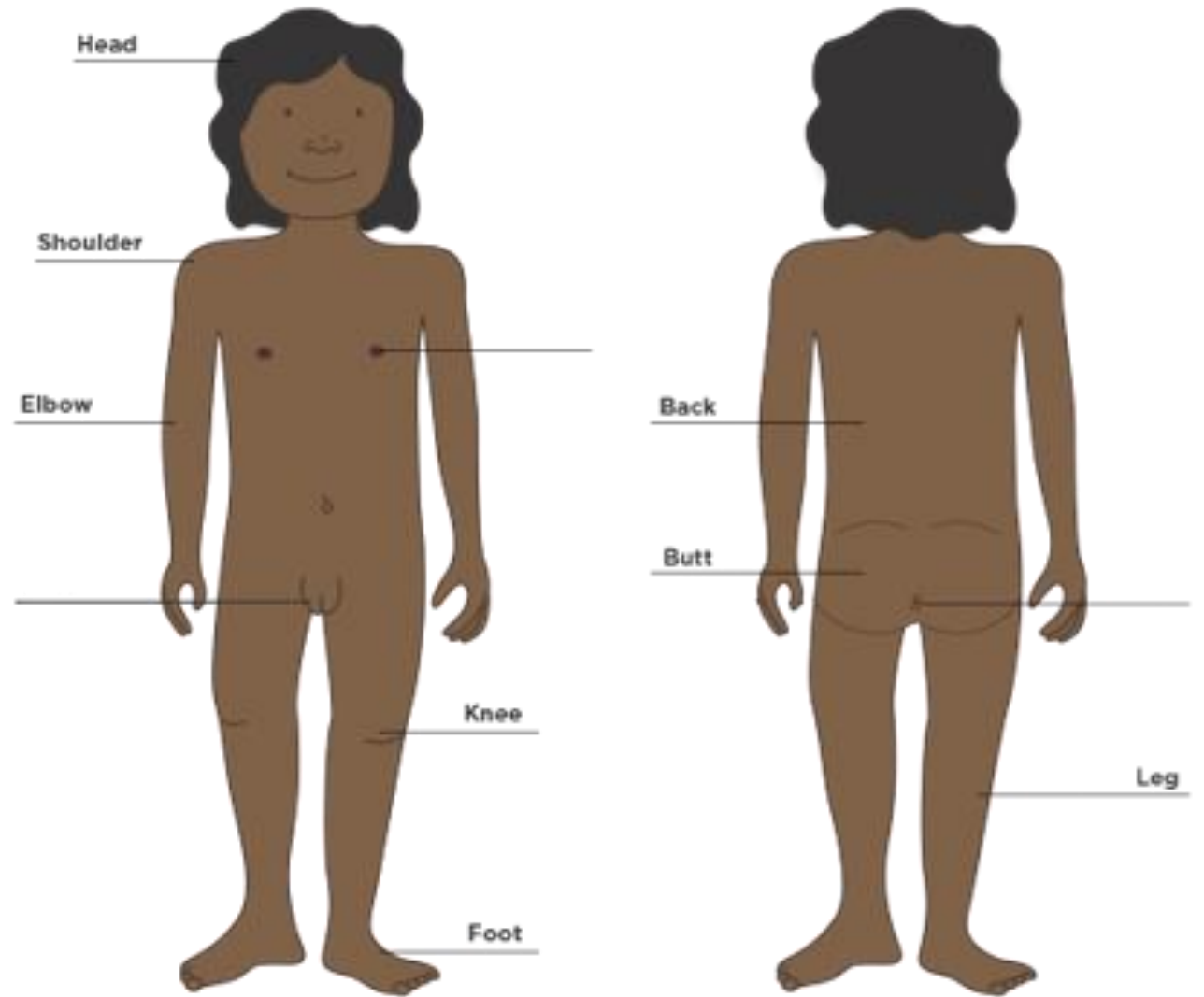
Girl's Body



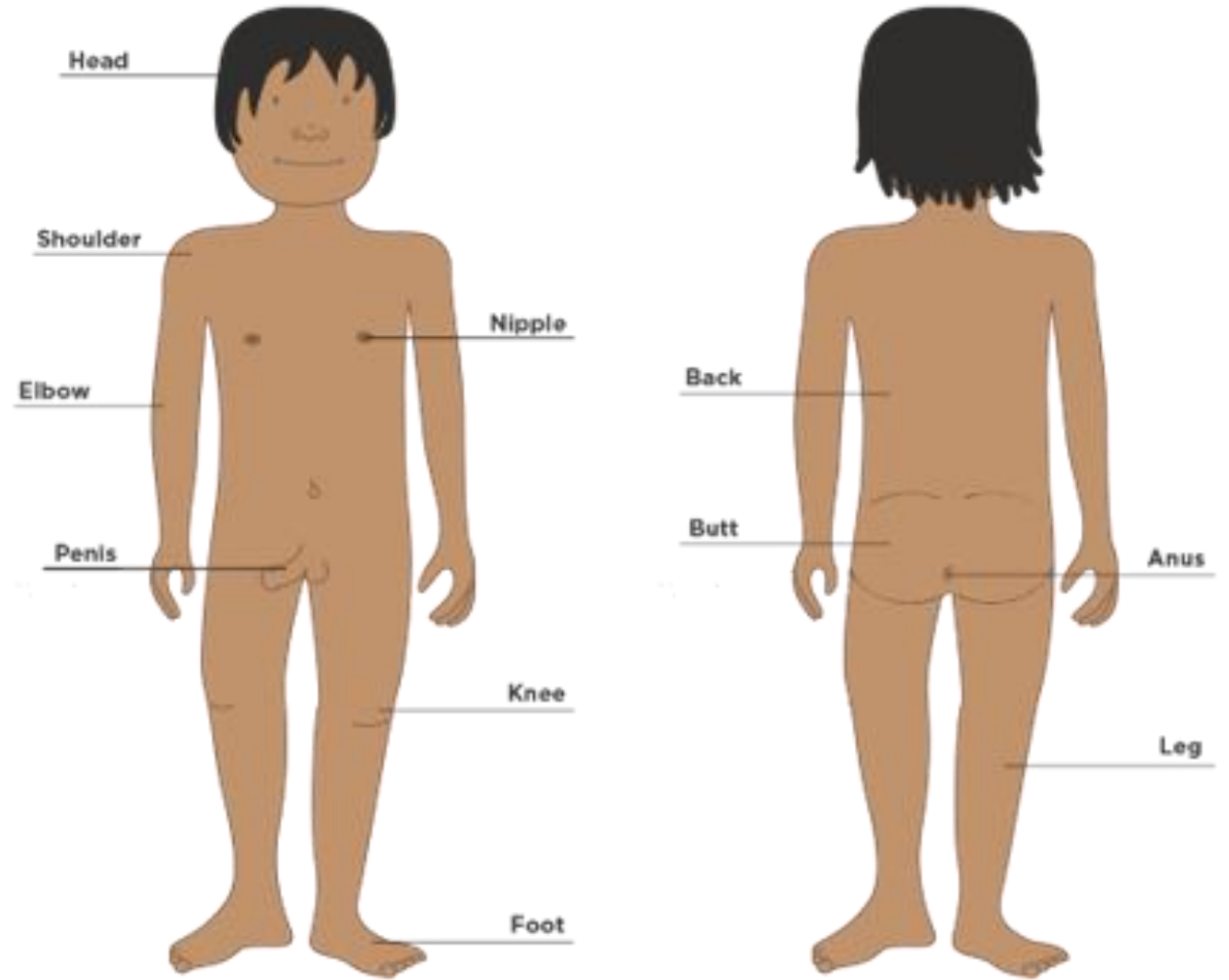
Boy's Body



Girl's Body



Boy's Body



Feeling SAFE!

TEACHER'S NOTE/PREPARATION:

TARGET GRADE: Second Grade, Lesson 6

TIME: 40 Minutes

FLORIDA STANDARDS ALIGNMENT:

- **HE.2.R.2.3** Demonstrate healthy ways to express needs, wants, and listening skills.
- **HE.2.PHC.4.1** - Demonstrate appropriate responses to unwanted, unsafe, and threatening situations.

LEARNING OBJECTIVE:

1. Define the terms “consent,” “bodily autonomy” and “personal boundary.”
2. Explain the four steps of the SAFE model.
3. Apply the SAFE model correctly to scenarios on a worksheet.
4. Name at least one adult they could go to for help if someone was touching them in a way that made them feel uncomfortable.

LESSON MATERIALS:

- Journals for homework assignment (or a blank sheet of paper if you are not using journals with them) make journals specific to this course, using construction paper and lined/plain paper
- Worksheet: “SAFE”
- Worksheet: “Everyone Has A Right to Feel SAFE”
- Worksheet: “Everyone Has A Right to Feel SAFE - Answer Sheet”

LESSON STEPS:

GROUND RULES

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- *no put-downs*
- *respect each other*
- *questions are welcome using the question box*
- *listen when others are speaking*
- *speak for yourself*
- *respect personal boundaries*
- *no personal questions*
- *it's okay to pass*
- *use scientific terms for body parts and activities*
- *use inclusive language*
- *classroom discussions are confidential*
- *we will be sensitive to diversity, and be careful about making careless remarks*
- *it's okay to have fun*

Step 1: Review Ground Rules with students.

Step 2: Say, "Let's start with that word, 'boundary.' That's a big word! Can someone tell me what it means to them?" Solicit responses, probing for something that gets close to "a limit on something." Explain that these limits – boundaries can be physical and they can be personal.

Say, "A physical boundary here at school might be the teachers' lounge. Who's allowed to go in there? [Teachers] Who is not allowed to go in there? [Students] So that boundary applies to all students. Our personal boundaries can be different from person to person. For example, one student might love hugs, but another student might not at all. If a person says they're okay with being hugged, they've given their consent. 'Consent' means saying you want to do something.

What's most important to remember is that each person has the right to say how they do and don't want to be touched – and other people need to respect that boundary. That's called 'bodily autonomy.' Similarly, if someone does not give their consent to be touched, you need to respect their boundary."

NOTE TO THE TEACHER: *If you have used "welcome charts," where students get to select how they wish to be greeted when they enter your classroom (e.g., a fist bump, hug, wave, or something else), this would be a good place to refer to that as an example of how you show respect for the personal boundaries they set.*

Ask, "Is it easy to tell someone when they are touching you in a way that you don't like?" Some students will say yes, and some will say no. Ask for examples of when it's easy to tell someone to stop (e.g., when it's a good friend, when it really hurts) and when it's not easy (e.g., when it is annoying but you don't want to make a big deal out of it, when it's an adult family member).

Say, "Regardless of how hard it might be to speak up, we need to be able to. If not, we won't feel safe at school, at home or with our friends. And we all have a right to feel safe."

Step 3: Write the word "SAFE" in large capital letters in a vertical line on the board. Say, "Thinking about the word SAFE is how we can remember how to respond to people who are touching us in a way that we don't want to be touched."

Distribute the blank "SAFE" worksheets. Explain to the class that you are going to give them specific steps they can take to help them stand up for themselves when they feel someone isn't listening to or respecting their boundaries. Once the sheets have been distributed, ask the students to follow along and fill in the words as you go through them on the board.

Next to the "S" in "SAFE" on the board, write the word "STOP!" As you are writing say, "The S in 'SAFE' stands for 'stop.' The first thing we need to do is tell the person we don't like what they're doing. If we don't, they might actually think we like it! What's important, though, is to be clear. If I say 'stop,' but I say it quietly and with a smile on my face [do this to model it for the students] am I communicating clearly that I want it to stop? No. What I need to do is look serious and say directly, 'stop it.' [Model this for the students] You can use whatever 'stop' language feels right to you. What else could someone say?" Probe for: "I don't like that," "Cut it out," "No!" "Don't do that!", etc. Make sure the students have completed the word "stop" on their worksheets.

Next to the "A" write the words "Get AWAY," with "away" in all capitals, and have them do the same. As you are writing, say, "The 'a' is about getting away from the person who isn't respecting our boundaries. If, say, you are sitting with friends and one pinches you, what should you NOT do?" [pinch the person back] "Instead, you want to say 'stop that' and move away from that person, which moves us to the next letter in SAFE..."

Next to the "F" on the board, write, "FIND AN ADULT." As you write, say, "The 'f' stands for 'find an adult.' Sometimes, other kids, or even adults, won't listen when we say 'stop.' Or, they'll stop in that moment and then do it again. So if you've said STOP, and you've gotten AWAY from the person – it may be time to FIND AN ADULT to help you so it doesn't happen again."

Ask, "Who are some adults you can go to for help when someone isn't respecting your boundaries?" Probe for: parents/caregivers, other family members (grandparent, aunt, uncle, etc.), teachers or other adults working at school, friends' parents/caregivers, etc.

Ask, "But what happens if the person who's not respecting your boundaries is an adult?" If the students don't say it, say, "Find another adult. You have the right to feel SAFE in your body – so if an adult is not respecting your boundary, you go right to another adult you know well and trust and tell that person."

Turn back to the board, and next to the "E" write the word "EXPLAIN," saying, "Once you've found that adult you trust, EXPLAIN clearly to that person what happened and what you

said or did in response.” Be sure the students have written the word “explain” on their sheets.

Step 4: Explain that you are now going to practice using this SAFE model in real-life situations. Read the following scenario aloud:

“Coen is a pocker. He loves to poke people. He thinks it’s funny. When he first gets to school, he goes right up to individual kids and gives them a single poke right in the belly button, and yells, ‘poke!’ Some of the kids think it’s funny. Some think it’s annoying, but try to ignore him. Patrick really doesn’t like it. He has a scar from a surgery he had a year before, and whenever he’s touched in that area, it can feel unpleasant, or even hurt.”

Say, “So, clearly Patrick doesn’t want Coen to do this anymore. Let’s use the SAFE model together and see what he can do to make it stop.”

Go through the model one letter at a time. With every step, probe with the students how Patrick should do each. For example, “How should Patrick say ‘stop?’” and “If it’s first thing in the morning at school, how can he move away from Coen?” and so on.

Once completed, say, “Great! Now you’re going to practice this on your own.”

Step 5: Divide the class into pairs. Once they are in their pairs, say, “I am going to give everyone a worksheet. You will work on it with your partner, but I want each of you to fill it out, so please put your name on your own sheet. You will have two examples, and I’d like you to go through the SAFE model with each example like we just did.” Answer any questions as you distribute the sheets. As they work, walk around the pairs to check they understand what they are doing.

Step 6: After about 8 minutes, stop the class and say you are going to go through them together. Ask a student to volunteer reading the first example on the sheet. Once it has been read, ask students to share how they went through the model, providing feedback. For example, some students may say “Poke him back, and then get away!” It is important to address clearly that they shouldn’t do what was done to them – that if they do, they could end up getting in trouble themselves.

After you have gone through the first example, ask for another volunteer to read the second example. Once it has been read, again ask students to share how they went through the model, providing feedback as appropriate.

Step 7: Close by reminding students that their bodies are theirs, and that no one has the right to touch them in ways that make them feel uncomfortable. Encourage them to remember the SAFE model, and remind them that they can always go to an adult for help. Collect the worksheets, letting them know they will get them back, and assign homework

ASSESSMENT: Step 2 is designed to achieve learning objective 1. Step 3 is designed to achieve learning objective 2. Steps 4 – 7 are designed to achieve learning objective 3. Steps 3 – 7, as

well as the homework (or, if used as an exit slip instead – see below), are designed to achieve learning objective 5.

HOMEWORK: Have students write on a piece of paper (or put in their journals if using journals) the sentence stem, “If I needed to ask an adult for help, I’d ask...” Have them complete that statement with a minimum of 2 sentences saying who they would go to and why.

NOTE TO THE TEACHER: If you do not wish to assign homework, you can also have students respond to the sentence stem as part of an exit slip, either verbally or in writing.

**Everyone has the right to feel safe at home,
school or at other people's houses.**

**But how do we feel safe if soemone doesn't
respect our boundaries?**

S _____

Get A _____

F _____

E _____

EVERYONE HAS A RIGHT TO FEEL SAFE

Worksheet

- S

- Say STOP!
- A

- Get AWAY
- F

- FIND an Adult
- E

- EXPLAIN what Happened

Name: _____

At school, Jeremy always runs up to Jenny, wraps his arms around her tightly, and says, “You’re my girlfriend!” Jenny has not given her consent to be hugged, and she doesn’t like it. Using the SAFE model, how can she respond?

- a. _____
- b. _____
- c. _____
- d. _____

Whenever Chase’s grandma comes to visit, Chase is told he has to kiss her. Chase doesn’t like to kiss or be kissed, and his grandma’s strong perfume makes him feel sick to his stomach. Using the SAFE model, what should he do?

- a. _____
- b. _____
- c. _____
- d. _____

REMEMBER – EVERYONE HAS THE RIGHT TO FEEL SAFE!
IF YOU NEED HELP, ASK AN ADULT IN YOUR LIFE –
THEY WANT YOU TO FEEL SAFE, TOO!

EVERYONE HAS A RIGHT TO FEEL SAFE

Answer Sheet

Name: _____

- S** - Say STOP!
- A** - Get AWAY
- F** - FIND an Adult
- E** - EXPLAIN what Happened

At school, Jeremy always runs up to Jenny, wraps his arms around her tightly, and says, "You're my girlfriend!" Jenny has not given her consent to be hugged, and she doesn't like it. Using the SAFE model, how can she respond?

- S** — "Stop it, Jeremy, I don't like that!"
- A** — Run away from Jeremy.
- F** — Go into the classroom where the teacher is.
- E** — Tell the teacher what happened and what you said.

Whenever Chase's grandma comes to visit, Chase is told he has to kiss her. Chase doesn't like to kiss or be kissed, and his grandma's strong perfume makes him feel sick to his stomach. Using the SAFE model, what should he do?

- S** — Say, "I don't feel like a kiss, Grandma."
- A** — Move away from Grandma, maybe into another room.
- F** — Find a parent and say you need to talk with them.
- E** — Explain how you don't like kissing and how Grandma's perfume makes you feel. Say you love Grandma, but you don't want to kiss her/her to kiss you anymore.

**REMEMBER – EVERYONE HAS THE RIGHT TO FEEL SAFE!
IF YOU NEED HELP, ASK AN ADULT IN YOUR LIFE –
THEY WANT YOU TO FEEL SAFE, TOO!**

Seeking Help

TEACHER'S NOTE/PREPARATION:

TARGET GRADE: Second Grade, Lesson 7

TIME: 40 Minutes

FLORIDA STANDARDS ALIGNMENT:

- **HE.2.CH.4.1-** Practice ways to ask for support from a trusted adult or professional.
- **HE.2.R.2.3-** Demonstrate healthy ways to express needs, wants, and listening skills.
- **HE.2.PHC.4.1** – Demonstrate appropriate responses to unwanted, unsafe, and threatening situations.

LEARNING OBJECTIVE:

1. Explain that being touched or being forced to touch someone else is never a child's fault.
2. Identify at least three trusted adults they can tell if they are feeling uncomfortable about being touched or if they are being bullied or teased.

LESSON MATERIALS:

- Handout: "Who Would You Tell"
- Pencils, crayons

LESSON STEPS:

GROUND RULES

Note to teacher: This curriculum works best in classrooms where there's a mutual feeling of trust, safety, and comfort. Ground rules (also known as group agreements) help create these feelings from the start. Ground rules that work are:

- *appropriate for your student's age and developmental stage*
- *agreed upon by everyone*
- *well explained so that students are very clear about what's expected*
- *posted clearly in your classroom*
- *referred to at the beginning and throughout the unit*

Make your ground rules list with your class. The first six 6 in bold may work with your grade level.

Ground rules work better when students are involved in creating the list. The list doesn't have to be long. You can use 5 or 10 bullet points that are broad enough to cover the key messages you want students to remember. Some examples you can use as a guide are:

- ***no put-downs***
- ***respect each other***
- ***questions are welcome using the question box***

- *listen when others are speaking*
- *speak for yourself*
- *respect personal boundaries*
- *no personal questions*
- *it's okay to pass*
- *use scientific terms for body parts and activities*
- *use inclusive language*
- *classroom discussions are confidential*
- *we will be sensitive to diversity, and be careful about making careless remarks*
- *it's okay to have fun*

Step 1: Review Ground Rules with students.

Step 2: Introduce the topic by telling students that last time you met, the class talked about what to do if someone tried to touch you or get you to touch them in a way that made you feel yucky or uncomfortable. You also talked about being teased or bullied and what to do if you are being teased or bullied. Ask the class: "Can anyone remember what some of the things are that a kid can do if these things happen to them?"

Note to the Teacher: Responses may include: tell the other person to stop, walk away or find an adult and tell them what happened. If students don't say it, make sure to include that it is important to tell an adult that they trust.

Step 3: Tell the class, "If you're having yucky or uncomfortable or mixed up feelings, that's another clue that you need to tell a trusted adult. How do you know if something feels uncomfortable?" Take a few responses and continue with "Those yucky or mixed-up feelings are your body's way of telling you that something may be wrong or unsafe." Ask students to raise their hands if they have ever had a yucky feeling about something. Tell them that a lot of times, people feel their yucky or mixed-up feelings in their belly or in their chest. Ask students where they feel their yucky feelings.

Step 4: Tell students that being touched without their permission or being bullied or teased or hurt is NEVER a kid's fault. Then give the following scenarios and have students respond out loud. The answer is NO to all of them.

- Is it the child's fault if someone touched the private parts of their body?
- Is it the child's fault if someone made the child touch the private parts of their body?
- Is it the child's fault if someone touched the child's private parts or made the child touch their private parts and . . .
- the child didn't tell them "No?"
- the child didn't try to get away?
- the child took a present or money from the person who touched him?
- the person who did it tells the child it's her fault?
- it didn't actually hurt?
- Is it the child's fault if someone bullied or teased the child or

pushed the child or hit the child or hurt the child some other way and...

- the child promised that they wouldn't tell?
- the child didn't try to stop it?
- the child kept it a secret for a long time?

At some point, a child is likely to recognize that "The answer is always no!" Tell them they are absolutely right!!

Step 5: Tell the class that if someone asks you not to tell anyone about the touching or bullying or teasing, that is an important clue that you should tell! Next, give the students the following scenarios and ask them what they should do. The answer to all of these situations is to tell an adult you trust. It may not be necessary to state all of the scenarios on this list. You may pick several until the students catch on. At some point a student may say "You always tell" to which you can respond "You are right. How smart you all are" or "I can see that I can't trick you."

"What should you do if another kid or a teenager:

- bullies you
- keeps teasing you even though you tell them to stop?
- hits you, or pushes you down, or hurts your body in some other way?

"What should you do if an older kid or a teenager or an adult:"

- touches the private parts of your body?
- tries to touch the private parts of your body but you stop them?
- makes you touch the private parts of their body?
- tries to make you touch the private parts of their body but you don't?

"What should you do if someone who did something that made you feel uncomfortable or yucky:"

- tells you not to tell?
- says they will hurt you if you tell?
- makes you promise not to tell?
- gives you a present or money so you wouldn't tell?
- says it's a special secret just between the two of you?
- says that nobody will believe you if you tell?
- says that you won't be able to live at your house anymore if you tell?
- says that all kids do this but none of them talk about it?
- says that you will get in trouble if you tell?
- did this to you a long time ago, but it's not happening any more?
- didn't actually do it to you, but your friend told you that it happened to them?"
-

Step 6: Tell students that the best way to stop unwanted touching or bullying or teasing is to tell a trusted adult about it. This is not a problem that kids can solve by themselves. They need help from adults. Tell them that if they do tell a trusted adult but the abuse keeps happening, tell another trusted adult. Keep telling until the abuse stops. Say

“Don’t worry if you’re not sure how to tell an adult about something that is making you feel uncomfortable or yucky, There are lots of ways you can tell. It’s the adult’s job to listen and figure out what you’re trying to tell them.” Ask students: “If you are not sure how to tell an adult you can say ‘I have something important to tell you but I don’t know how to say it.’ The adult can help you figure it out.” Ask “What are some other ways you can tell an adult about something bad or yukky that is happening to you or did happen to you if you are embarrassed or nervous or don’t know how?” Let the students call out different approaches to telling an adult.

Note to the Teacher: If students don’t come up with many, you can suggest some additional ones like, “What about writing a note that says, ‘I need to talk’ or ‘I need help,’ having a friend or sibling with you, etc.

Tell students that there are always adults who know what to do to help them. Tell them that you know what to do, other teachers know what to do, their parents and other people outside of school might know what to do or they might not know what to do. That’s why sometimes you have to tell more than one adult. Someone at school will always know what to do.

Step 7: Hand out a worksheet with the title “Who Would You Tell?” Read them the following poem out loud:

”
If you ever feel sad and blue, and need someone to talk to,
you’d need someone to lend an ear, who’d let you talk – who’d want to hear.
Even if it was really hard to say, they’d never turn you away.
No matter what you had to tell, they’d stay calm – they wouldn’t yell.
They’d be there to help you out, they’d stand by you without a doubt.
It is a big person’s job to keep your body safe and sound
so if you ever need a helping hand to come around
Who would you tell? Who would it be? Who is in your circle of body safety?
(Themamabeareffect.org)

Tell students that just like the poem says they are to fill in each circle either by writing the name of a trusted adult they could tell or by drawing their face. Tell them to try to think of at least one trusted adult who is in their family, and one who is not in their family (also encourage them to think of an adult at school as school employees are mandated reporters). Ask for volunteers to name one of the trusted adults who they could tell that they chose for their list and to say why they picked them.

Tell the students to remember that if they tell an adult and the adult doesn’t know how to help them or can’t help them, they should tell another adult that they trust until someone does listen. That’s why it is so important to have more than one trusted adult. Tell students that if they didn’t finish their worksheets they should do that at home with help from their families.

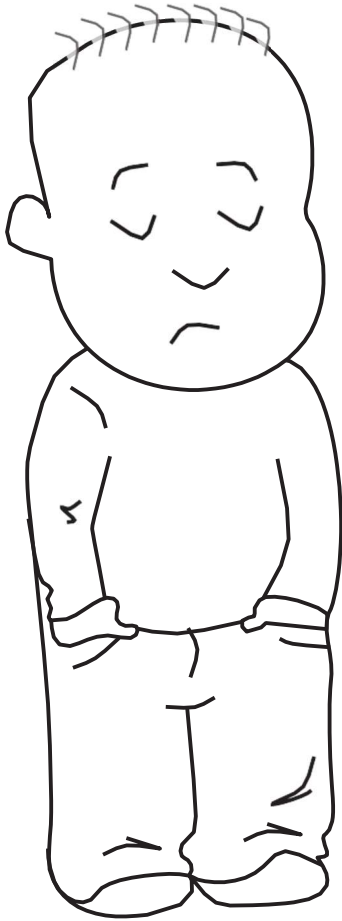
ASSESSMENT: Through the activity “Is it the kids’ fault?” the teacher can assess student understanding by hearing the children answer “no” to all of the questions and/or hearing a student conclude that the answer is always “no” to this question.

After students fill out their worksheets, the teacher can hear each student name someone on their trusted adult list and the reasons why. If there is not enough time to hear from every student, the teachers can have students put their names on their worksheets and hand them in when they are finished at the end of class or the next day if they finish them at home, to assess if the students were able to name one trusted adult who is in their family (usually parent or guardian) and one trusted adult at school or elsewhere outside of their family.

Note to the Teacher: While it is usual and helpful for children to identify their parent or guardian as a trusted adult, if a child understands the lesson but does NOT identify their parent as a trusted adult, this is important information to recognize by the teacher and school staff. A child should not be forced to identify any adult in particular as a trusted adult.

HOMEWORK: Have students take their worksheets home and to talk with their parents/guardians about who their list of trusted adults includes and why. Students can also ask for suggestions of other trusted adults they may not have thought of.

Who Would You Tell?



If you ever feel sad and blue,
and need someone to talk to,
you'd need someone to lend an ear,
who'd let you talk - who'd want to hear.

Even if it was really hard to say,
they'd never turn you away.
No matter what you had to tell,
they'd stay calm - they wouldn't yell.

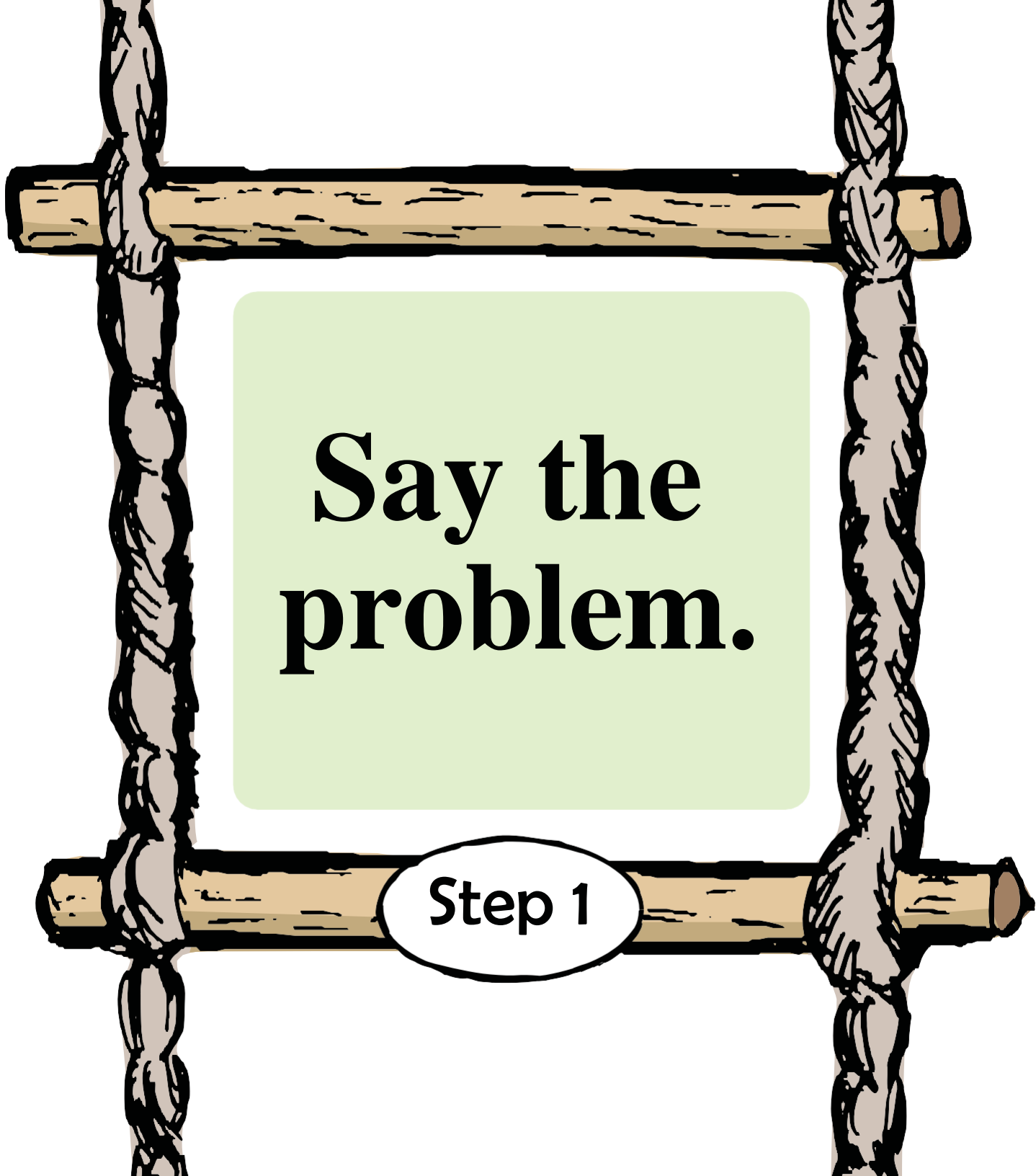
They'd be there to help you out,
they'd stand by you without a doubt.

It is a big person's job to keep
your body safe and sound
so if you ever need a helping hand
to come around
Who would you tell? Who would it be?
Who is in your circle of body safety?

Let's talk about
who you could trust
to help you if you ever
needed help keeping your
body safe.

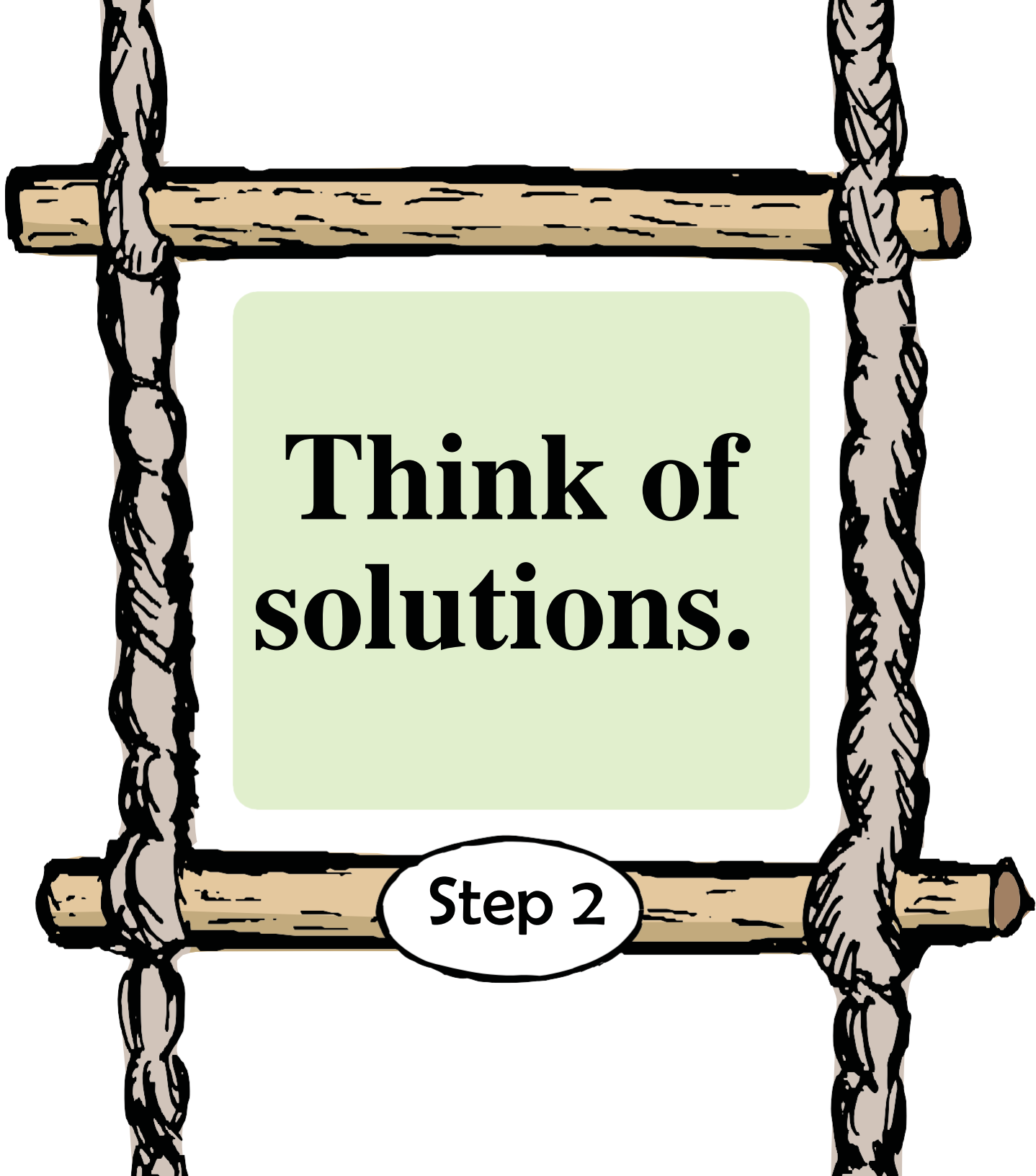
Together, write their
names, and/or draw their
faces in the circles.

YOU



**Say the
problem.**

Step 1



**Think of
solutions.**

Step 2



**Explore
the
solutions.**

Step 3



**Pick a
solution.**

Step 4



Step Up!
Try the
solution.

Step 5

STEPS TO SOLVING A PROBLEM

TRY THE
SOLUTION

STEP UP!

PICK A SOLUTION

EXPLORE THE SOLUTIONS

THINK OF SOLUTIONS

SAY THE PROBLEM

PST! Got a Problem?



PAUSE.

Take a deep breath and ask yourself,
What's the problem?



SAY

Say the problem.



THINK

Whose problem is it?

